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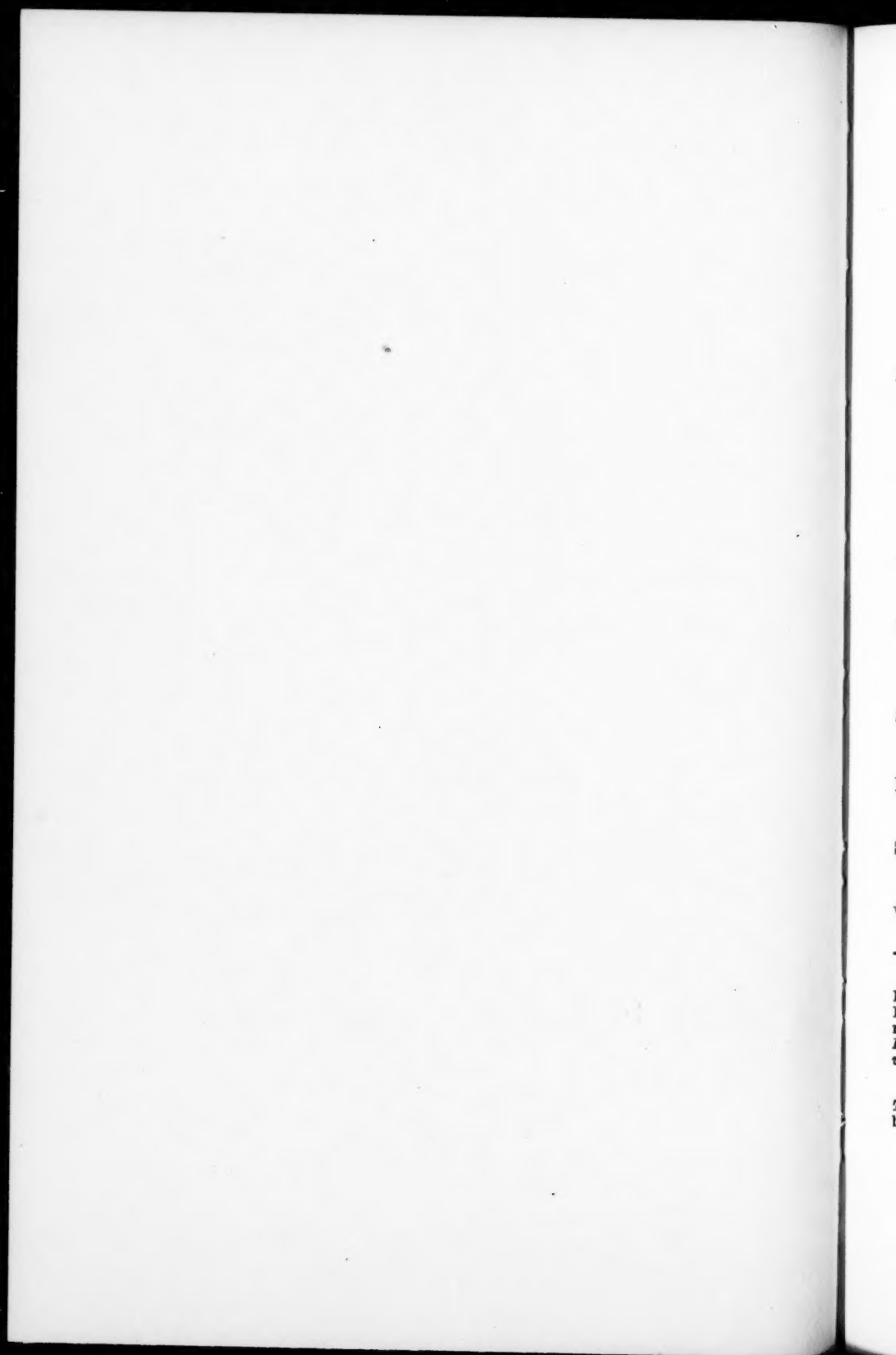
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WINTER, 1953



The Quarterly Journal of the
SOUTHEASTERN LIBRARY ASSOCIATION

UNIVERSITY OF MICHIGAN
GENERAL LIBRARY



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VOLUME III

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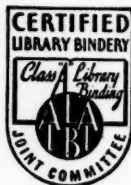
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The University Library, Center of Study and Development

By RALPH ELLSWORTH¹

Have you ever wondered why a new library is one of the few buildings universities dedicate in a formal ceremony, or why so many of us come so far to take part in a library dedication? Perhaps one could say that just as each of the sacraments marks a significant stage of development in the life of an individual, and is therefore celebrated, so a library dedication marks a significant stage of development in the life of the university, and is therefore celebrated.

Be that as it may, we are gathered here to say the good old words about libraries, about books and readers. But on this occasion we are not speaking of the library *per se*, but rather of the library as a symbol of man's timeless struggle for the unrestricted use of information as evidence.

It is good for us to say these good old words, not just for those of us who *think* we understand them, but for all the *new* generations that are as yet unscarred in the battle for free and unrestricted use of information; and for all the old warriors who have only their memories of battles fought and won, and sometimes lost.

Universities that are on the decline, do not build new libraries. A new library is evidence of vigor and expanding effort. Only a vigorous university can overcome the smothering inertia that always seems to develop when a new library building is needed.

¹ Mr. Ellsworth, Director of Libraries, Iowa State University, delivered this paper at the dedication of the new library of the University of Georgia on November 19, 1953.

Perhaps an even more significant generalization is possible: In a declining civilization new libraries are not built—they are not needed. If there is any truth in this generalization, then our country is indeed in good intellectual health, because since 1940 there have been hundreds of new college, university, and public libraries built. Apparently it is not strength and vigor our country lacks, but rather some assurance that we will know when our actions are good and when bad, that we shall be able to decide who is hero and who villain.

How paradoxical it is and how ironic that we can come so close to being a really first rate nation and yet come so close to utter ruin through destruction of the very attitudes and mental habits that have been our source of strength. We could so easily make the same mistakes that have led to the dissolution of other nations in our, and in other, times.

The library is factually and symbolically close to the heart of one of the big dilemmas we 20th Century Americans face; namely, how to preserve our right to use our knowledge as evidence and our ability to use it wisely. The contents of my remarks this morning will relate to this problem.

Permit me to quote from a recent editorial in the Des Moines Register. "Wallace's Farmer and Iowa Homestead conducted a survey of opinion among farm people on their attitudes about individual liberties guaran-

teed in the Bill of Rights in the Constitution. According to this survey, one-third of Iowa farm people disapprove of the guarantees of free press, free speech, and free assembly. About 37% of those surveyed said they had doubts about letting everybody hold meetings. About 40% said they wanted the government to prevent some people from making speeches, and 27% said that newspapers should not be allowed to print what they think.

"This doesn't prove that farm people are less sensitive to the importance of the Bill of Rights than city people. Perhaps a poll among city people would show even less devotion to these liberties.

"But it does indicate that a deplorably large group of Iowans disagree with the basic principles of democracy on which America was founded."

Now since the questions in this survey were phrased in specific terms and not general principles, I suppose we should not be too shocked to learn that one-third of our people do not prize very highly the right of free speech and free assembly. Presumably a democracy *can* operate as long as slightly more than half of its people are on the side of the angels.

But supposing the survey questions had been put as follows: "do you believe in and approve of the basic principles of free speech in the Constitution of the United States and the first ten amendments"? Would there have been any no's? Of course not, and not because the Iowans would be afraid to say No, but because they think they *do* believe in the principles of the Constitution and of the Bill of Rights. The 37% who voted against free speech are probably far more dangerously subversive than are some of the alleged communists that

have been in the news lately, but they don't know it. Some of them are probably active members of organizations professionally interested in patriotism. They do not understand the implications of their attitudes.

This then becomes a problem of some magnitude: why are so many good people unable to relate sound and established principles to new problems and new issues?

I suppose the *first* reason is that there are so many *new* problems and issues. We are all somewhat in the same position as the mother of a new baby who feels that the ways of her mother are out of date, but who cannot quite decide which baby book to believe. Shall we adhere to the strict scheduling theory, or self-demand theory, or some combination of the two?

For example, all of a sudden during the last five years we find that the internal problem of Korea, Indo-China, Pakistan, Israel and Iran are of immediate and direct concern to each of us individually. And yet, what do we really know of their problems? Or of the size and nature of the armed forces we should be maintaining? Or whether we should disperse our large cities? Or for that matter, whether chlorophyll really works!!

The average citizen, and even a well informed man, has no basis for arriving at an opinion on these matters, and yet he knows he should. He looks to the expert for advice—but the experts do not agree. He looks to the records of history—but Toynbee says they mean one thing and Peter Geyl says another.

His common sense tells him that some of the men who claim immunity under the 5th amendment while testifying before Congressional Committees must be guilty. If to enlighten

himself on this point he listens to both Fulton Lewis, Jr., and Edward Murrow, he knows that somebody is lying. If he looks into the facts and discovers that only one of the many people named by McCarthy, Bentley or Chambers has actually been indicted by a grand jury, he is all the more confused. Knowing these things, and his great fear for our safety, it is no wonder he begins to think that maybe Thomas Jefferson and the other Founding Fathers were naive and that maybe we *should not* have free speech after all. But he still believes in the Constitution.

Secondly, there are a great many wicked and selfish individuals attempting to achieve their own ends under the banner and slogans of our sound traditions. Look, for example, at all the extremist economic groups that use the word "constitutional" in their names. Why you would half expect to find Alexander Hamilton and John Hancock on their boards of directors! The same trick, of course, was used by the Commies in the thirties to trap unsuspecting liberals into their camps. In other words, the language and communication tricks of our pressure groups are becoming very sophisticated and full of guile.

A third reason for this situation is that our people have a dangerously false and inflated belief in what we can learn from the "lessons of history." We are sure that if we follow our heritage we shall know how to solve new problems. The countryside is full of patriotic groups that proclaim the doctrine that the youth of the land will be saved if only they will memorize the vocabulary of our heritage. And of course, they are right as far as they go, but it is not far enough.

Professional historians—and Henry Ford—have warned us repeatedly

of the dangess of antiquarianism. John Wilson, eminent Egyptologist, speaking to the American Library Association two years ago, phrased the matter somewhat like this: knowledge and experience out of the past are useless to us until we can recast them through our own experiences into new knowledge expressed in terms of problems that are real to us. History can remind us that great efforts can achieve greatly. The great danger is that we confuse form and substance.

Experienced teachers at all levels understand this. They know that youth can not get much out of literature and the arts until they are able, through their own experiences, to bring something to their reading. Once the individual has had some experience and some exposure to the literature and the arts, then comes the time when we can begin to gain new experience from the arts through imaginative participation. But this does not come early in the process. So the teacher has to be content with trying to fix in the students' mind the basic facts and perhaps the history of a subject. He knows the futility of attempting more.

One hears much of the claim that our youth would not be misled by the doctrines of communism, if only they had been taught the fundamentals of the American Way in the schools and colleges. Well, our youth did learn American History and traditional concepts of economics and political theories. If they did not it was their fault and not the schools and colleges. The trouble came later, if it came at all, when the individual tried to reconcile the facts and principles in terms of his own experiences in the depression and the thirties.

Heritage, after all, is not a wrapped up package one generation can

pass along to the next. Rather it is a body of experience that can inspire youth to tackle their problems with enthusiasm and with expectation of success within the limits of the concepts in the heritage. Beyond that, there is little help that oldsters can give youngsters—except to teach them mental tools and facts.

A fourth reason for the difficulties citizens are having in relating general principles to new events, is that the methods of teaching commonly used in colleges and schools have placed a premium on passive habits of learning that do not contain the spark of regeneration, methods that below the graduate level, at least, are deductive rather than inductive, methods that do not concern themselves with developing the reasoning power of students so much as the accumulation of information, methods that are professional rather than liberating, and methods in which the evidence is marshalled by the instructor and not by the student. There is, after all, a great difference between learning the rules and playing the game.

I am not critical of this pattern of teaching, because I know how nearly impossible it is to avoid it, but I am saying that it is not a good pattern to use for students who will soon be on their own in a situation where there are no teachers or text books, or syllabi and no so-called objective examinations. There will be only unscrambled, unsorted, undigested primary source material in the form of daily problems. That is democracy.

Permit me at this point to suggest that for the first time in the history of this country, libraries are now organized to service the kind of inductive teaching that would prepare the student for adult citizenship—though not necessarily for entrance into a professional school. Specifically I

mean that in all areas of scholarship there is room for time in which students would be turned loose in the library to work out their own solutions to prototypes of the kind of problems they will face as adults. They will need help and guidance, of course, from both librarians and faculty, but not the kind a text book will give them. Perhaps some students would waste all of their time spent thusly, and all would waste some of their time, but whatever they learned in this manner would be knowledge that they could understand and would know how to apply.

Let a professor of Animal Husbandry announce a new formula for feeding chickens, and if he can back up his claims with "scientific" evidence, every farmer in the state will know about it and within a month will probably try it out.

Let a professor of Economics announce that it is impossible, without serious risk of war, for one country to sustain in the year 1950 a standard of living considerably higher than the rest of the world and he will be called a communist.

In other words the citizen is smarter than we university people are willing to admit. He knows that "science" works, and he mistrusts other academic disciplines. So do we, and we worry about the quality of much research in the humanities and social sciences. On the hopeful side one can point to tremendous efforts being spent on new methodologies: linguistics, cross cultural anthropological analyses, statistics, psychoanalytical biographies, symbolic logic, bio-neurological and experimental analyses of fundamental learning, etc. Given time, out of these new elements will come new methodologies that will be trusted by scholars and therefore eventually by the public.

And finally, and most important of all, is the matter of freedom of access to information. Thus far, the restrictions that have been placed on the right to free access to information for university students have not been serious or direct in most parts of the country. We university librarians have always taken rather seriously our responsibility for putting on our shelves every bit of information we could secure on all sides of questions that were relevant. And we have always known how ignorant we are, and that we could not hope to understand and evaluate, or even read, all the books we were supposed to buy and so we put them all on our shelves without question. We do try to screen out the poor quality books, insofar as we can identify them as such from book reviews.

We take it for granted that the professors will do a competent job of teaching the factual basis of subjects to students, so that when they come to the library and read our books they will be able to spot the difference between an honest, reliable book, and one that gives only a one-sided interpretation, and between truth and falsehood. If students are taken in by propaganda and other untruthful books in our library, there isn't much anyone can do to help them except try to make them better students. The remedy is to increase the quality of their judgment, not to re-select their materials.

Here and there a few frightened men have tried to keep books they did not like out of the university libraries, but Vice President Richard Nixon's recent statement usually helps them understand the situation. Speaking before the American Legion on August 31, 1953, he said: "But the proper answer in this field is not suppression. It is exposure and if the

two great ideas which appeal to the world today, communism on one side, and our system of freedom and justice on the other, come together on the open market place of ideas, there can't be any question about the outcome."

Unfortunately, the problem is not this simple for the citizen. Attacks on public libraries have been extensive and frequently devastating. We university people have thus far been content to watch these battles from the sidelines and let the librarians defend themselves. This is an error of great magnitude, as experience has shown, and as time will tell. All of us who believe in intellectual honesty and in the worth-whileness of the individual soul are in the same boat, and the enemies of one are the enemies of the other.

It would be unfortunate, but nevertheless honorable, if we were to be conquered physically by a nation more powerful, but it would be a tragedy without honor if we were to destroy ourselves by our perversity and ignorance of the meaning of our guiding principles. Let Adolph Hitler be a lesson unto us.

So now I come, by a very roundabout route, back to the new University of Georgia Library, its problems and opportunities. I have tried to lay a foundation for these remarks by saying that the citizen is having a difficult time living up to his citizenly responsibilities, partly because of external problems such as the maze of new situations he faces, and the seductive techniques used by propagandists, and partly because of four other reasons. The first was that we place too much faith in the power of the vocabulary of our heritage; the second was that passive deductive methods of teaching do not prepare students for the kind of problem solv-

ing a citizen must do; the third was that citizens do not trust the reliability of research in the social sciences; and the fourth was that the citizen does not have access to the information he needs.

These factors characterize the conditions in the social order universities are trying to improve by doing a better job of educating their students in the Liberal Arts College, by improving the quality of their research, and by placing professional education at the graduate level instead of allowing it to crowd out liberal education. As such, they are worthy of our attention. In the long run they determine library programs.

The problems facing a university library are complex and discouraging, but endurable if one is willing to be patient for another quarter century. Some of these problems are financial. For example, I doubt that it is possible today to satisfy the needs of teaching and research in a full-fledged university on a book budget of less than \$200,000 a year. I am sure we need many more librarians with better brains, education, and personality than many of us possess, but such people will demand almost twice as much salary as we get. I am sure that if we do a really imaginative job of inductive teaching we shall need to increase the size of our library buildings radically, and yet we can not afford to do so. I am sure that when we finally wake up to the fact that scholarship must now be international in scope, we shall need to add translators and abstractors to our staffs, or at least pay for these services on a centralized basis; and I am sure that we must begin to pay much larger sums for more extensive bibliographic apparatus than we now possess.

Some of our problems are psycho-

logical and the result of time lag in thinking. For instance, students start out their college life with a very perverted attitude toward the opportunity to read and many of them never get over this childish resistance to books and reading assignments. Many of our faculties fail completely to understand that they need not continue to use educational methods that were designed before the invention of the printing press. The lecture method may be justified in a few cases where the lecturer's knowledge or wisdom is not in print. But how often does this happen?

Southern universities have gone further in inter-institutional coordination than have universities in other parts of the country, but all of us have a long ways to go. The big problem is to bring our faculty thinking in line with the realities and the possibilities. Inter-institutional coordination, if that is to mean anything, is certain to bring many changes into the habits of our faculties, and it is perfectly natural for them to resist. We all would.

On my next point librarians are not agreed but many of us are greatly concerned by the effect on student library usage of the rapidly accelerated decline in interest in the humanities, and the compensating interest—at the undergraduate level—in professional or utilitarian education. The student who once wanted to secure a liberal education, tried to study as far as he could in breadth and depth, and his probing around in a library collection was essential to his work. He read real books by real authors, not secondary texts and summaries and excerpts.

But the student whose interests are primarily vocational or professional is usually anxious to "get it over with as quickly as possible," so he

can go out and start making a living. His reading in the library is pointed to the assignment, and there is little interest in side excursions into the stacks to poke around among unnecessary books. These people would be a little ashamed of cultivating learning for its own sake—and probably would not even know what that means. Almost all their reading is done in the very new books and magazines—all highly capsulized, sterile, purged and pure, and hardly touched by human hands. Frankly, it is frightening to those of us who know another tradition, and one does not have to be a gray beard to say this either.

But the opportunities ahead, and upon us now, are even greater and more interesting than our unsolved problems. Consider, if you will, the possibilities in your subject divisional plan, for better coordination between the library and each department in the humanities and social sciences. If you can afford to staff each divisional room with a librarian, who in addition to his professional training has a subject specialization, much of the burden of book ordering can be shifted from the department to the library, provided, of course, that the departments will make certain that their research programs and the purchasing are in the same direction. Likewise, such a librarian can develop a unit of instruction in bibliographic methods at the graduate level for each division, thus relieving each department of the necessity of doing this and freeing them for instruction in specific research methods. Furthermore, a divisional plan should raise the level of scholastic achievement. This should please everyone.

And then, of course, the divisional plan ought to absorb the departmental libraries in the social sciences

and humanities, thus lowering administrative costs somewhat and increasing the quality of service to faculty and students, as well as making possible longer hours of service per day.

I hope that everyone on this campus will understand what this kind of a library can mean to students in terms of their reading habits. By gathering together the best of the books and journals for related subjects, you help the student understand, through visual relationships, the more significant intellectual relationships among the disciplines themselves. If that seems too theoretical to you, then justify it on a lower level: in terms of the time saved in going around the campus to find needed books.

Another opportunity, now that the University has a suitable building, lies in the likelihood that book collectors with private libraries can now be approached with a clear conscience. And, of course, the quality of the special collections a library owns ultimately determines its research value to the humanities and social sciences.

This is an exciting period of librarianship because of all the new developments in what we now call biblio-technology. Although many false moves have been made in the last 20 years, nevertheless much genuine progress has been made in ways that actually help the scholar. For instance, the microfilm projects like the filming of the manuscripts in the Vatican library, of all books published in the English language up to 1660, the Early American books and magazines. And now the 18 members of the Midwest Inter-Library Center are purchasing cooperately, microfilm files of some 40 foreign

(Continued on page 128)

We Have Spurs to Back Our Crow

By NANCY BURGE¹

Josh Billings said he liked a rooster for two things—"the crow that is in him and the spurrers he has to back the crow up with." I like school and children's librarians for the same two reasons. There has been a pretty united chorus from us in the Southeast for a long time now, not just an early morning crow but a steady melody day in and day out as we have proclaimed our message, not the selfish crow of joy and satisfaction in a work that brings help and happiness to so many.

Sometimes, however, we become so engrossed in our own local and state situations that we are not aware of what is taking place in our whole region. I think it is well for us, occasionally, to review together our accomplishments, our hopes, our aims. As I have been in correspondence with the various state supervisors of this region, I have been impressed with the unity of purpose that exists among us. It is true that some of us are farther along in our accomplishments, but we are all headed in the same direction, the best possible service to the boys and girls in our school and children's libraries.

Just what has been taking place in the Southeast during the past two years? Let us look at the physical and material progress first because of course that is the most obvious to all of us.

More schools have real functional libraries today than ever before in the Southeast. As the supervisor from

Mississippi stated, "Real library collections have been set up to replace a few books set aside in the corner of some classroom or stacked up in a storeroom." This indicates in reality a growth in understanding of what a library is. We can take just pride in the realization that our interpretation of what a library is and should be is being accepted and put into practice in more and more schools and communities. In Georgia school libraries have been approved as one of the areas to be included in the new school building program financed by the State School Building Authority. Classrooms, cafeterias, and libraries were especially named. The money cannot be spent for auditoriums and gymnasiums. The library supervisor will check all plans for library quarters. Tennessee's building program has added many lovely new library rooms. Also, in that State an allotment for materials in the minimum school program has resulted in great improvement in the book collection. In South Carolina the supervisor has been called upon to work with architects and administrators for functional rooms. Although there is no state aid in South Carolina, appropriations for high school libraries have more than doubled within the period 1945-46 to 1949-50; and in the last two years have increased about \$10,000,000 each year. Also, money spent through the State Schoolbook Commission for libraries has doubled between 1948-49 and 1950-51 and is continuing to increase. Progress begets progress, and we can reasonably

1. Paper delivered before the School and Children's Library Section, November 1, 1952, SELA Conference. Miss Burge is Supervisor of School Libraries, York, South Carolina.

expect that within the coming years, as the school building program continues in our region, we will see more libraries, larger appropriations, and more books and materials for our boys and girls.

It is particularly gratifying that all the supervisors who answered my request for information on progress indicated the emphasis being placed in new buildings to include adequate library quarters not only for high schools but for elementary schools as well. Florida, Mississippi, North Carolina, South Carolina, Georgia, Tennessee, and Alabama made special mention of this. The growth and development of the elementary school library is a source of joy to all of us. Certainly, no one appreciates this program more than the children themselves. I must tell you this one little story of my personal experience last year. During Book Week we opened a lovely new central library in our largest elementary school. The children and teachers were so proud of it. Several weeks later I was there one morning when the librarian was reading a story to one of the first grades. Their faces showed their delight with this situation. "Let me tell you how important this library is to them," their teacher said to me. "Two of the mothers have told me that their little girls have special dresses which they save for library day."

I believe two forces outside the library field have contributed greatly to the interest in the elementary program. They are the publication, *Elementary School Libraries Today*, Thirtieth Yearbook, Department of Elementary Principals, National Education Association, and the Southern Association's Cooperative Study in Elementary Education. Certainly librarians have recognized and talk-

ed about this need for a long time, and we can be truly thankful that we are beginning to have the opportunity of building a total library program for our boys and girls. In North Carolina the introduction of a broad program of elementary supervision added impetus to the growth of the elementary library program. In South Carolina tentative standards for elementary school libraries have already been worked out.

The mention of standards would remind us to state that the desire for their improvement is always with us. In Georgia standards of support for elementary and high school libraries were raised. The groundwork was laid for the raising of all state standards for school libraries there, but these have not become effective as yet. The recommendations for elementary school libraries in South Carolina have been endorsed by the South Carolina Committee of the Southern Association's Cooperative Study in Elementary Education. Here, again, real progress is noted.

In the realm of personnel, improvement with both librarians and student assistants is noted. All states reporting indicated there are more and better trained librarians and more trained teacher-librarians. In North Carolina and Alabama there is an expanding program of supervision on both the county and city level. There has been a strengthening of organizations for librarians in Alabama and Tennessee. Two states, Georgia and Tennessee mentioned the value of their school evaluations to the library program. These were felt to be a stimulating experience to the librarians who served on the committees and a great help in pointing up school library needs and services to the many principals and superin-

tendents who served on the committees.

Certain programs of in-service training are worthy of mention. In Alabama two two-day conferences are held each year on school time—one in the northern part of the state and one in the southern. The subjects for the past two years were *Evaluating School Library Service* and *The School, a Materials Center*; this year the subject will be *Books Are Basic*. Consultants of national importance have been present for these. These two-day conferences during the school term have been most effective and are considered better for the library program there than summer workshops which had served a good purpose. In North Carolina a one-day state-wide conference for school and children's librarians was held this fall with approximately 300 in attendance. During the past year the in-service education program in Georgia included ten two-day school library conferences devoted to making better use of library materials and services, a week's conference at Emory University in the summer, and the inclusion of a workshop group in elementary library service in the general education workshop at Emory.

Our student assistants have always been one of our most valuable assets. There are now statewide organizations of these groups in Florida, North Carolina, and South Carolina. There are regional organizations in Georgia and Tennessee. The foundation is being laid in Mississippi for a statewide organization where there is at present only one active local organization. I think we now look upon these student organizations as one of our most helpful aids for good public relations and the promotion of a satisfactory recruitment program. There

has been among these student organizations a sharing of ideas, a comparison of local routines, and a revealing of ambitions, all of which is good publicity toward a recruitment program.

The services we render and the attitudes we help to create and build are often difficult to evaluate because so many of them are intangible. One, however, which we have seen growing rapidly is the summer program conducted by our children's and school libraries. There has been a time when school libraries remained locked during the three months' summer vacation. Now more and more of them are remaining open, usually on a part-time basis. Well planned programs of reading and other related activities draw large numbers of children to these libraries during the summer months. These programs have been especially successful in Florida, North Carolina, and South Carolina during the past two years.

In the field of guidance our school libraries have been making an increasing contribution. By knowing and providing books and materials to fit the many needs of boys and girls today and by properly introducing these to boys and girls and teachers, librarians have in many instances paved the way for the beginning of good guidance programs in our schools. Two years ago a committee of school librarians in South Carolina with the state library supervisor and the director of guidance worked up a brochure which depicted how books and materials might be used in various areas of guidance. This was published by the South Carolina Department of Education and has been requested in many areas outside the State.

Growth of attitudes and understandings concerning school libraries

cannot be measured. There seems to be, however, unanimous agreement that there is an increasing understanding on the part of school people of the use of materials in teaching and learning. I would venture to say that this is true wherever there is a really effective library program in operation. We are really just beginning to see the results of these changes in attitudes. Probably all would agree with what one supervisor wrote regarding this. She said, "At first only the better supported schools with well trained librarians asked for suggestions, but now we are receiving requests from many of the schools which in the past indicated no interest in improving their school library situations." This increasing cooperation between librarian, administration, and faculty for an effective library program will continue to produce the kind of results we like to see.

These accomplishments of the past two years speak for themselves. When we point to them with pride, it is not idle boasting; it is satisfaction in a program that is making steady progress, a program that has definite needs today, a program with bright hopes for the future.

In regard to our needs there seems to be almost unanimous agreement among our state supervisors. Despite our gains in trained personnel during the past two years, this still seems to be our greatest need today. Our recruitment program needs to begin in the elementary school and continue right on through high school, college, and out among promising teachers who show interest in the library profession. Certainly we need to maintain closer contact with those high school graduates who go to college with a definite interest in librarianship. Especially during their

freshman and sophomore years do we need to nurture this interest because it is here that we lose a great many of them. With the establishment of more and more libraries the need for trained personnel will, of course, increase.

Space for library quarters and more money for printed materials and audio-visual aids are paramount needs in most of the states of this area. In an age of overcrowded buildings and double sessions it is sometimes well-nigh impossible to find space for library quarters even where there is a willingness and desire for such. It will take a number of years for our building program to catch up with our needs.

Some states have no state aid at all for school libraries, and none have as much as they think they need. The meeting of this need is dependent upon both local and state action, and this, too, will take time and work to realize satisfactory results.

Some very definite planning and special emphasis on certain needs are spurring us on in the promotion of our program throughout the Southeast. Everywhere emphasis on the elementary school library program is gaining strength. State supervisors, administrators, Parent-Teacher Association groups, and, of course, librarians themselves are cooperating to bring elementary school libraries into their proper place in the total library program.

As the need for new buildings is being met, proper emphasis is being placed on the planning of functional rooms for libraries. North Carolina, South Carolina, Georgia, and Tennessee mentioned this as an important point for emphasis. We hope the time has past when library rooms were built without qualified librarians being consulted about their planning.

Recruitment comes forth again as one of our strong points for present emphasis. As long as there is such a great need for more trained personnel, we shall have to work hard to enlist promising young people in the profession.

Other points receiving most emphasis at the present time as mentioned by our supervisors are:

1. Accreditation of more Negro schools in South Carolina. This of course includes the library program.
2. Employment of library supervisors in large systems in North Carolina and Georgia and better use of library personnel on regional library staffs in smaller systems in Georgia.
3. Improving faculty group planning for library service in Alabama.

4. Encouraging student assistants organizations in Mississippi and Tennessee.

5. In-service workshops on the local level for trained and untrained school librarians in North Carolina.

Our accomplishments of the past two years are most impressive, our needs present a positive challenge to the best that is in us, and the program we are currently emphasizing throughout our region leaves no doubt in our minds about the future progress of the school and children's libraries in our region. Like Josh Billings' rooster we are proud of our accomplishments, and like him, too, we have sufficient needs and unfinished business to spur us on toward a greater future.

(Continued from page 123)
newspapers. And much else has been done including very substantial projects here in the Southeast with which I am sure you are all acquainted.

And then microcard and microprint publishing of otherwise unavailable material is interesting, and well known. The microprints of the British Sessional Papers is one of the most important projects.

Two years ago the Association of Research Libraries began extending and perfecting a program for publishing in microform doctoral dissertations and now some forty-four of the major universities of the country are publishing their dissertations in this way. We are now studying the possibility of making this an international program.

Another side of this problem can be called bibliographic control, and one aspect of this lies in the development of mechanical devices for manipulating bibliographic entries. Dr.

Ralph Shaw, Librarian of the Department of Agriculture, has already patented such a machine. No one of us knows where this sort of thing may lead. It may turn out to be a blind alley, but more likely it will put our bibliographic searching on a basis that will enable a scholar to find his evidence without spending an unusual amount of time doing so.

But over and above all of these, it is the age old role of the library in university life that justifies this new building. This role has been expressed in many ways, all the way from Carlyle's phrase down to the Library-Laboratory concept, and it is not necessary for us to elaborate on this theme. I will be content with saying that a book represents a man at his best, with his weaknesses minimized, his irrelevancies reduced to a minimum, and his best efforts made available to us.

It is men and their ideas that constitute our Heritage. To understand
(Continued on page 137)

The Reviewers and the 1952 Southern Book Competition

By JOHN DAVID MARSHALL¹

Of the making of book lists there seems to be no end. The popularity and usefulness of such lists, however, fully justify the compiling of such lists. Probably the newest list of outstanding books comes from the Southeastern Library Association. The first list, released in October, 1952, is made up of titles which represent the best in typographical design and format of Southern publishers.

In the spring of 1952 the Association appointed the Southern Books Competition Committee, made up of Lawrence S. Thompson, Director of Libraries, University of Kentucky; John Cook Wyllie, Curator of Rare Books, Alderman Library, University of Virginia; and Richard B. Harwell, Assistant Librarian, Emory University. It was the mission of this committee to appoint a Board of Judges to select the outstanding books coming from Southern publishers and presses during the year. Typographical perfection was designated the sole criterion to be used in choosing the titles for inclusion in the final list. To this board the Committee appointed Richard N. McArthur, distinguished Southern typographer; Ray Shockley, book editor of *The Atlanta Journal-Constitution*; and Mr. Harwell.

Sixty titles were submitted to this board by sixteen Southern publishers and presses.² From these books the

judges chose sixteen titles "as representative of the best in Southern book production in 1952." The judges made their selections on "the basis of typographical design and general excellence as examples of the book-maker's art," and their choices represent "the combined opinion of the judges."³ An examination however cursory of the sixteen titles selected will reveal that, on the basis of typographical excellence, these books are truly outstanding examples of the very best in Southern book production. They will, furthermore, compare favorably with the books produced by the presses of the entire country.

How were these typographically excellent works received by the nation's reviewers? It is the purpose of this essay to summarize the critics' reactions to the sixteen titles.

At this point it will be well to list the works selected as the outstanding examples of Southern book production in 1952. To indicate something of the scope of the books included, the titles have been grouped into six subject areas suggested by their classification within the Dewey Decimal Classification schedule. One title each was chosen from the follow-

University of Georgia Press, Hale Publishing Company, University of Kentucky Press, University of New Mexico Press, University of North Carolina Press, University of Oklahoma Press, Southern Methodist University Press, University of Texas Press, Tupper & Love, Turner E. Smith & Co., and The William Byrd Press.

3. "Southern Books Competition, 1952, sponsored by The Southeastern Library Association." 4-page leaflet published by the Association [1952], p. [2].

1. Mr. Marshall is reference librarian at Clemson College.

2. Abingdon-Cokesbury Press, Bibliographical Society of the University of Virginia, Duke University Press, University of Florida Press,

ing Dewey classes: General Works (*Studies in Bibliography: Papers of the Bibliographical Society of the University of Virginia*); Philosophy and/or Fine Arts (*Aesthetic Studies: Architecture and Poetry* by Katherine Gilbert); Religion (*The Modern Revival of Christian Faith: An Analysis of Secularism* by Georgia Harkness); Pure Sciences (*Texas Range Grasses* by Benjamin Carroll Tharp); Applied Sciences (*Gardens of the Antilles* by John V. Watkins). Two titles were in the field of Literature: (*Old Pines and Other Stories* by James Boyd and *They Had a Glory* by Davenport Steward). Nine titles were in the field of History: (*Addresses and State Papers of James Stephen Hogg* edited and with a biographical sketch by Robert C. Cotner; *Arabia Reborn* by George Kheirallah; *The Comanches, Lords of the South Plains* by Ernest Wallace and E. Adamson Hoebel; *Come an' Get It: The Story of the Old Cowboy Cook* by Ramon F. Adams; *Edmund Pendleton, 1721-1803: A Biography* by John W. Mays; *Liberia, America's African Friend* by R. Earle Anderson; *Mexican Revolution: Genesis Under Madero* by Charles Curtis Cumberland; *The Railroads of the Confederacy* by Robert C. Black III; *The Story of Alabama: A State History* by Joseph Howard Parks and Robert Edgar Moore).

With the exception of four titles: (*Addresses and State Papers of James Stephen Hogg*, *Gardens of the Antilles*, *The Story of Alabama*, *Texas Range Grasses*), each book selected by the Board of Judges of the 1952 Southern Books Competition was reviewed at least once. No title was reviewed more than five times. The sixteen titles received a total of thirty-two reviews, as revealed by a check of the 1952 and 1953 issues of *Book*

Review Digest, *Technical Book Review Index*, and *The United States Quarterly Book Review*.

Six of the titles: (*Aesthetic Studies*; *The Comanches, Lords of South Plains*; *Edmund Pendleton, 1721-1803*; *Mexican Revolution: Genesis Under Madero*; *The Railroads of the Confederacy*; *Studies in Bibliography*) were included in *The United States Quarterly Book Review*. Inclusion in this selective bibliography and review of important new books, prepared by the Library of Congress, indicates that "distinguished subject specialists have identified [the titles included therein] as contribution to the sum of knowledge and experience."⁴

Let us now look briefly at the individual titles which were reviewed. The unanimous choice of the judges as "the most distinguished book of the year" is *The Comanches, Lords of the South Plains*. "Its unity in subject matter, illustration, decoration, binding, and jacket is remarkably effective. A truly handsome book," wrote the judges, "it gains readability in the very ways in which it achieves its handsomeness."⁵ It was reviewed four times, and all reviews were favorable. The reviewer for the *Chicago Sunday Tribune* predicted that it would "remain the standard work on its subject."⁶

Edmund Pendleton, 1721-1803 was reviewed five times, all reviews being favorable. This scholarly two-volume biography of the Virginia jurist who was active in political affairs before and after the American Revolution received the 1952 Pulitzer Prize as "the best American biography teaching patriotic and unselfish services to the people."

4. *United States Quarterly Book Review*, 8:iv, December, 1952.

5. SELA leaflet, op. cit., p. [3].

6. Quoted in *Book Review Digest*, 1952, p. 922.

Come an' Get It: The Story of the Old Cowboy Cook was reviewed three times, and all reviews were favorable. The reviewer for the *New York Times* wrote that the volume "fills a long-existent deficiency in the literature of the open range and of the West."⁷

Liberia, America's African Friend; The Railroads of the Confederacy and *The Modern Rival of Christian Faith* each had two favorable reviews. Both *Mexican Revolution* and *Arabia Reborn* had two reviews each, one favorable and one noncommittal. *Aesthetic Studies: Architecture and Poetry* and *Studies in Bibliography* were included in *The United States Quarterly Book Review*, a clear indication of their literary and scholarly merit. The former, a book on philosophy and poetry, was praised for its balance between theory and practice. The latter, it should be noted in passing, has been favorably reviewed in periodicals devoted to the literature of bibliography and library science.

The two works of literature, *Old Pines and Other Stories* and *They Had a Glory*, were reviewed four times each. The former—a collection of short stories having, with one exception, a North Carolina background—received three favorable reviews and one favorable review with reservations. The latter, a novel of the Kentucky frontier during the days immediately after the American Revolution, received one favorable review, one unfavorable, one noncommittal, and one favorable with reservations.

As previously noted, four titles were not reviewed as indicated by a check of reviewing indices, probably because of their somewhat specialized character. The fact that twelve titles received notice in the nation's

major reviewing media indicates that they were of such character as to possess a general interest for reading Americans. Of the thirty-two reviews, twenty-six were favorable, two favorable with reservations, three noncommittal, and one unfavorable.

On the basis of typographical excellence—the one standard used by the judges—the titles, designated by the Southern Books Competition's board of judges as outstanding products of the Southern press, are excellent choices. Coupled with this fact is the further fact that the titles from the viewpoint of the reviewers are also meritorious. These two facts point up a significant trend in publishing today, publishers who are careful in the selection as to content of the books carrying their imprint are equally careful with the *format* of their books. The Southern Books Competition should do much to encourage Southern publishers to maintain their present high standards of typography and of content, standards which are at once evident to those who examine the sixteen titles in the 1952 Southern Books Competition.

The compilation of lists of outstanding books of the year by distinguished judges is of much value to librarians in the selection of titles for the libraries of this country. Such lists also serve as an index to the validity of book selection policies which must consider not only content but also format of books. The 1952 Southern Books Competition Committee and Judges have compiled such a useful list of books which meets a high standard as to content and as to format. The committee and judges are to be commended for the excellence of their selections. And this writer will await with eagerness the release of the 1953 selections of a similar committee of the Southeastern Library Association.

7. Quoted in *Book Review Digest*, 1952, p. 6.

Southern Books Competition, 1953

By LAWRENCE S. THOMPSON¹

Twenty-one Southern presses and printing firms entered nearly a hundred books in the second annual Southern Books Competition sponsored by the Southeastern Library Association. Of these, thirteen were selected as outstanding examples of book production.

The committee for 1953 consisted of Richard B. Harwell, Emory University Library; Olan V. Cook, University of North Carolina Library (Chapel Hill); and Lawrence S. Thompson, University of Kentucky Library. The jury consisted of Joseph C. Graves, proprietor of the Gravesend Press, Lexington; Mrs. Amelia Buckley, co-proprietor of the Bur Press, Lexington; and Donald L. Weismann, head of the Department of Art of the University of Kentucky.

The unanimous choice of the jury as the most distinguished book of the year was the edition of Pico della Mirandola's *Oration on Human Dignity* published by the Anvil Press, Lexington. It was designed by Victor and Jacob Hammer and hand-set and printed on the hand-press in an edition of 200 copies. The judges commented on the Pico as follows:

More than good taste and excellent craftsmanship have been exercised in the making of this book. There is evident the artist's feeling for the inevitable in matching form with substance: a humanely dignified book speaks of the dignity of man. The enframing of the Latin text with its English translation is a reasonable means beautifully employed. The more succinct

Latin remains the heart of each spread; the more diffuse English runs sympathetically around it making a visual commentary on the very nature of translation.

The Anvil Press deserves more of an introduction at this point. It is sponsored by a group of booklovers, mainly in Lexington and the Blue Grass, who believe that it is possible to make the finest books available at a price within the reach of everyone. The Pico, which sells for \$8.50, is, in the opinion of this writer, unquestionably the best bargain that has ever been offered in the field of hand-printed books. The Anvil Press associates plan to produce two or three similar volumes every year. Since they are not in a position to carry a large stock over a period of years, their editions must be relatively small.

Last year's volume IV of *Studies in Bibliography*, the papers of the Bibliographical Society of the University of Virginia, was printed by the University of Virginia Press. Volume V, in similar format, was printed by the William Byrd Press, and won the same recognition from the 1953 jury as it won from the 1952 jury. This year the judges commented:

A quiet distinction pervades difficult texts, elaborate footnotes, diagrams, tables, and halftone engravings. Nothing in the book appears to have been devised simply for the sake of decoration. It is a straightforward and handsome volume which owes its beauty to a sensitive use of materials and means generally available.

The third most distinguished vol-

1. Mr. Thompson, Director of Libraries, University of Kentucky, is chairman of the Southern Books Competition Committee.

ume of the year was also a product of The William Byrd Press, the volume of the proceedings at *The Inauguration of Alvin Duke Chandler as Twenty-second President of the College of William and Mary in Virginia, May 15, 1953, Williamsburg, Virginia*. Both this volume and the *Studies in Bibliography* were designed by Willis A. Shell, Jr., of The William Byrd Press. The judges also made a special comment on this volume:

An entirely handsome example of the bookmaker's art, this volume has been conceived in tasteful unity with its subject matter, and the jury felt that it ranked with *Studies in Bibliography* and the Pico as one of the three most distinguished books of the year. . . . There is no dependence on extraneous decorative devices. It is an entirely unstrained and beautiful book.

Among the other ten books were three from the University of Texas Press and two more from the William Byrd Press. On this basis one might say that Mr. Shell's principal rival as the South's leading book designer is Frank H. Wardlaw of the University of Texas Press. Three Texas books, viz., *Big Bend: a Homesteader's Story* by J. O. Langford, *Possums* by Carl Gottfried Hartman, and *The Tidelands Oil Controversy* by Ernest R. Bartley, were ranked among the best thirteen of the year. Mr. Wardlaw designed the first two, while the third was designed by Van Courtright Walton. Mr. Shell's other two winning entries were *Franciscan Beginnings in Colonial Peru* by Antonine Tibesar (Publications of the Academy of American Franciscan History, *Monograph Series*, I) and *A Letter from St. George Tucker, Esq.*

. . . to the Reverend Jedidiah Morse (printed by The William Byrd Press for the Institute of Early American History and Culture at Williamsburg, Virginia).

Two winning titles were Emory University Library publications, both in paper covers. One was the anonymous *A Confederate Diary of the Retreat from Petersburg, April 3-20, 1865*, and the other was Thomas H. English's *Memory Book, Thirty-five Years of Occasional Verse*. Richard N. McArthur, one of the judges in the 1952 competition, designed both pamphlets, and both were produced by Higgins-McArthur of Atlanta.

Other winning titles came from the University of North Carolina (Chapel Hill) Press (*Flowers of the South: Native and Exotic*, by Wilhelmina F. Greene and Hugo L. Blomquist; designed by E. D. Fowler); the University of Florida Press (*Hawthorne's Faust: A Study of the Devil Archetype*, by William Bysshe Stein; designed by H. S. Haines); and the Duke University Press (Matthew Arnold's *England and the Italian Question*, with an introduction and notes by Merle M. Bevington; designed by Norman Knox).

Other participating publishers and presses were Abingdon-Cokesbury Press; University of Alabama Press; Colonial Williamsburg; University of Georgia Press; University of Kentucky Press; Louisiana State University Press; University of New Mexico Press; University of Oklahoma Press; Pandanus Press; Turner E. Smith & Co.; University of South Carolina Press; Southern Methodist University Press; The Steck Company; and University of Virginia Press.



B O O K S

Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.

THE SOUTHEASTERN LIBRARIAN inaugurates a new feature with this issue—a book section conducted by Richard B. Harwell. The section will include notes about books written by Southeastern librarians and those published by Southeastern libraries or about Southeastern libraries. If the inclusions in this issue seem to be too largely devoted to the books of university libraries and librarians, it is because no others have been made known to Mr. Harwell. Complete coverage is his aim and hope but can be accomplished only if publications are brought to his attention. Please send books falling within the above categories to Mr. Harwell at 879 Clifton Road, N.E., Atlanta, Georgia.

The Varia column can also print only the news which comes to the editor's notice. Worthy news items are always welcome and a well-rounded coverage can result only if items are received from every state. Please send such news notes either to the member of the editorial board assigned to your particular field or directly to the editor. The editor is receiving several publications of the various state associations and the state agencies in this region, but would like to receive all of them. If he is not already on your mailing list, please add him to it.

—W. P. KELLAM, *Editor*

The places of the bibliographer and the research librarian become of increasing importance as the libraries

of the Southeast grow in stature and take place with the great libraries of the country. Not necessarily an accurate, but a very positive measure, of the advancement of Southeastern libraries are the publications of the last few months.

Most ambitious and most inclusive of the publication programs of Southeastern libraries is that of the University of Virginia. At Charlottesville the guiding genius of bibliology is an amazing bundle of energy, brains, soaring plans, and down-to-earth know-how—John Cook Wyllie. John Wyllie not only runs the McGregor Room of the Alderman Library as the University's Curator of Rare Books, he is also the mainspring of the Bibliographical Society of the University of Virginia, the watchful eye over the University of Virginia Press, and the *major domo* of one of the South's liveliest book pages—in the Richmond *News-Leader*.

Notwithstanding a few isolated earlier examples, the University of Virginia led the South in making available in book or pamphlet form rare material from its research collections. The publications of the Tracy W. McGregor Library have set a high standard. In the past few months two distinguished volumes have been added to the list of McGregor publications. Increase Math-
*er's Testimony Against Prophan-
e Customs* has been edited from the 1687 edition by William Peden and

carries a bibliographical note by Lawrence Starkey. Mather comes across the centuries as more interesting historically than readable presently, but Mr. Peden's introduction sets the author in perspective and entices the reader into at least samplings of the New England piety of Mather. Note: Composition of this book, coincidentally, was begun at the University of Virginia Press when the above-mentioned Mr. Wyllie was its superintendent.

An even more ambitiously handsome production of the McGregor Library is *Richard Oswald's Memorandum on the Folly of Invading Virginia*, published from a manuscript by one of the British negotiators for peace after the American Revolution. Oswald's plan for the continuation of the war was written in 1781 and is a remarkable and interesting document. "With keen perception," writes W. Stitt Robinson, Jr., in his introduction, "Oswald foresaw the difficulties that Lord Cornwallis might encounter in Virginia and urged his recall to the Carolinas. Reiterating his earlier theme of divide and conquer, Oswald advocated that the British concentrate their efforts in recovering the southern colonies and introduce a plan for the civilian control over the military."

Bibliography is, or should be, the special province of librarians. The published contributions of the Bibliographical Society of the University of Virginia should, therefore, command a special interest. Here we have Walter Harding's *A Centennial Check-List of the Editions of Henry David Thoreau's Walden*, Paul G. Morrison's *Index of Printers, Publishers and Booksellers in A. W. Pollard and G. R. Redgrave, A Short Title Catalogue of Books . . . 1475-1640*, Eleanor Drake Mitchell's *Pre-*

liminary Checklist of Tennessee Imprints, 1861-1866, and Charles Mish's *English Prose Fiction, 1600-1700*. Each in its own way is of value and importance.

Of a sort of extra-dimensional interest to librarians are three publications of the Bibliographical Society which were written by librarians: Roger Pattrell Bristol's meticulous bibliography of *Maryland Imprints, 1821-1850*; and Richard Barksdale Harwell's *Cornerstones of Confederate Collecting*, this last a printed edition of a previously mimeographed essay, now revised and embellished with facsimiles of title pages of the books discussed and a charming (if flattering) introduction by novelist Clifford Dowdey.

In the first half of 1953 the Emory University Library completed the seventh of its *Resources & Reprints Series* with two small but attractive pamphlets published from original manuscripts in the Library: *Asa Griggs Candler, Coca-Cola & Emory College, 1888*, edited by Charles Howard Candler; and *Mark Twain to Uncle Remus, 1881-1885*, edited by Thomas H. English. The first is an interesting footnote to both the educational and commercial history of the South as well as to Mr. Candler's earlier biography of his father. The second is an entertaining sidelight of literary history. Late in the spring the Emory Library also published *Memory Book: Thirty-Five Years of Occasional Verse*, by Thomas H. English, veteran chairman of Emory's faculty library committee. The *Emory Sources & Reprints* began its eighth series early in the fall with publication of *A Confederate Diary of the Retreat from Petersburg, April 3-20, 1865*, edited by Richard Barksdale Harwell. It is with unbecoming immodesty that I can report

this last item—the fresh, vigorous diary of a Confederate “flagflopper”—only as a matter of record; it was out-of-print only a few weeks after publication.

Lawrence S. Thompson at the University of Kentucky is, like John Wyllie, a center of bibliographical energy. His scholarly contributions range from Istanbul to the Bluegrass, and he is at home in a bibliographical essay on travellers in the postwar South as in one on the manuscript resources of the Turkish national library—or *vice versa*. Of most immediate concern, however, is *The Kentucky Novel*, a fine bibliography by Mr. & Mrs. Thompson. The Thompsons believe, with a mythical backwoods minister they quote, that “Heaven must be a Kentucky of a place!” and they have fashioned this bibliography of their state with appropriate care. The notes are to the point and not over-constricted. And the introductory essay is worthy to stand alone. This, a book by two librarians, is a publication of the Uni-

versity of Kentucky Press. Among his many other activities Larry Thompson has contributed an essay to the recent *Festschrift, South Atlantic Studies for Sturgis E. Leavitt*.

The Library of the Woman's College of the University of North Carolina at Greensboro, has issued a 25-page supplement to “The Woman's Collection,” a bibliography of materials in all matters pertaining to women's interests added to the library from 1944-1949. It was compiled by Mrs. Minnie Middleton Hussey, readers adviser.

Well worth mentioning because of the quality of pamphlet production they represent as well as for the library progress they reflect are the dedication programs for the new library buildings at the University of Georgia and Georgia Tech. Each is a handsomely designed brochure—planned, written, and illustrated in keeping with different types of beauty the two new buildings exemplify.

RICHARD BARKSDALE HARWELL

Southern Association Revised Standards

At the annual meeting of the Southern Association of Colleges and Secondary Schools, held in Memphis, December 1-5, 1953, the following revised standard for four-year college libraries was officially approved:

Standard Nine — The Library. There should be a minimum annual expenditure of \$25.00 per student for books, periodicals, binding and supplies and for staff salaries other than those of student assistants. If the institution offers graduate or specialized work, or engages in contract services, or if the library is called upon to provide special materials, such as records, films or other audio-visual aids, an expenditure distinctly above the minimum must be provided.

The book and periodical collections should be of such quality and size as to support effectively the instructional program of the institution and to provide for the general reading of both students and faculty. Toward this end the collections should be frequently tested against subject bibliographies and other standard guides.

The building should be well lighted and ventilated, protected as far as possible against fire, and equipped with adequate working quarters for the staff.

In order to insure faculty-library cooperation and a high quality of library service the librarian and other members of the professional staff should be well qualified academically, professionally, and personally, and they

should have faculty rank, comparable salaries, and privileges.

Since the motivation of students to read is a prime responsibility of both faculty and the library staff, instruction and assistance in the use of the library should be freely given. Careful records of the use of the library by faculty and students must be kept.

Rules of the Association require that a new standard, approved at one meeting, shall not be considered finally official until after formal passage at the next regular annual meeting.

The Library Committee of the Commission on Colleges and Universities, which recommended the new revised standard, is composed of Guy R. Lyle, Louisiana State University, W. Stanley Hoole, University of Alabama, and Chairman David A. Lockmiller, President of the University of Chattanooga.

The Commission on Colleges and Universities of the Southern Association has approved the publication of a Second Revised Edition of *The Classified List of Reference Books and Periodicals for College Libraries*, the last edition of which was issued in 1947. W. Stanley Hoole, University of Alabama, has again been invited to serve as editor-in-chief of the work and an Advisory Committee,

composed of Guy R. Lyle, Louisiana State University, Louis Shores, Florida State University, and Gilbert Gowan, University of Chattanooga, has been appointed. An Editorial Committee for Reference Books and an Editorial Committee for Periodicals are now being formed.

It is hoped that the new edition of the *Classified List* may be published before September, 1954.

—W. Stanley Hoole

Editor's Note: One of the Committee members, Guy R. Lyle, has written to the Editor as follows: " . . . too much credit cannot be given to Bill Hoole for laying the groundwork for a sympathetic understanding of the library need on the part of the Commission on Colleges and Universities (S.A.C.S.S.) and to Chairman David Lockmiller, President of the University of Chattanooga, for chaperoning it through the various committees. I am sure if you could have been present at the meetings, you would have been tremendously proud of the patience and persistence of these two men in handling a very difficult problem. I'm sure they don't consider it the best standard in the world and they would have liked the financial amount to be higher. I honestly don't know anyone who could have got as much as they did, considering all circumstances."

(Continued from page 128)
and use this heritage, we need to understand these men and their evidence—all the men and all the evidence. Thus, as we pay tribute to

this new home for the books of men of the ages, we also pay tribute to the men themselves and we rededicate ourselves to the fullest use of their contributions.



...VARIA

PERSONAL

E. Judson Humeston has been appointed head of the Department of Library Science of the University of Kentucky, and Mrs. Emma Lou Lecky, formerly of the Reference Department of the University of Kentucky Library, has been appointed to the teaching staff of the Department.

Evan Ira Farber, formerly documents assistant in the library of the University of North Carolina at Chapel Hill, has been appointed librarian of the State Teachers College at Livingston, Alabama.

Ellen M. Fitzsimons, who retired in 1948 after half a century as librarian of the Charleston (South Carolina) Library Society, died on July 9, 1953 at the age of ninety.

Mrs. Eileen R. Cunningham, medical librarian of Vanderbilt University, was one of the American representatives at the Vienna meeting (June, 1953) of the International Federation of Library Associations and the International Federation of Documentation.

Ella May Thornton, Georgia State Librarian, who will retire on March 31, 1954, was the subject of a joint resolution of the Legislature by which she becomes honorary state librarian upon her retirement. She will have quarters either in or adjacent to the State Library in order that she may be consultant or advisor in the fields "in which she has had a rich experi-

ence" (the study of law, Georgia bibliography and history).

Jane Oliver, Law Librarian of the University of Georgia will succeed Miss Thornton. Miss Oliver holds the B.A. and B.L.S. degrees from the Texas State College for Women. She has served as school librarian, as a cataloger and supervisor respectively of libraries in the Naval Library Service at Corpus Christi and Pensacola, as order librarian of Cokesbury's Book Store in Dallas, as Army librarian in Germany and in various positions in the University of Georgia Libraries.

Elmer Johnson, formerly librarian at Limestone College, Gaffney, South Carolina, has been appointed assistant librarian of East Carolina Teachers College, Greenville, North Carolina.

Sturgis E. Leavitt, professor of Spanish at the University of North Carolina and an enthusiastic promoter of the development of Latin American collections in Southern libraries, is the honoree of a *Festschrift* recently published by the Scarecrow Press. One essay in the volume deals with resources for research in Latin American Literature in Southern libraries.

Lawrence S. Thompson, director of the University of Kentucky Libraries, surveyed the library of the Caribbean Commission in Trinidad during the week of October 26-31.

Anna Elizabeth House, became Mrs. Albert Miles Hughey on October 31, 1953. They will make their home in Raleigh and Mrs. Hughey will continue as secretary and director of the North Carolina Library Commission.

Charlesanna Fox, librarian of the Randolph County Library, Asheboro, North Carolina has been elected president of the North Carolina Library Association for the next biennium.

Sykes Hartin has returned to his post as director of the University of Mississippi Libraries after a year of doctoral study at the University of Michigan.

Celeste Johnston became the new Assistant State School Library Adviser for North Carolina on September 1. She will work with Cora Paul Bomar, the State School Library Adviser.

Miss Virginia Walling, librarian of the Clearwater Junior High School, Clearwater, Florida, is president of the Pinellas County School Library Association this year.

The University of Mississippi has announced the appointment of Thomas W. Tullos as order librarian, Mrs. Bernice Johnson as periodicals librarian, Mary Jo Austin as junior reference librarian, and Norma Fay Beeman as junior cataloger. The library schools represented by the appointees respectively are Peabody, Emory, Louisiana State University and Mississippi State College for Women. In addition, Mildred W. Davis is now head of the Acquisitions Division, and Mrs. Martha Carter is serving as acting gift and exchange librarian.

Elaine Woodard, librarian of the Andrew Jackson High School in Jacksonville, is serving as chairman of the Florida State School Library Association this year.

Mrs. Louise Dompe, librarian, Cres-

cent City High School, is sponsor for the Florida High School Library Council for 1953-54.

Doug Padgett, the current president of the North Carolina School Library Association, is a 6'4" football star on the Rutherfordton-Spindale football squad.

Ben Smith, Superintendent of the Greensboro (North Carolina) City Schools, has been appointed chairman of the library group of the American Association of School Administrators.

Mrs. Alice Pearce, who served as library consultant in the Florida State Department of Education for a year, has returned to her position as librarian of the Wauchula High School. She is also teaching an extension class in Palm Beach for Florida State University.

Mamie Berry, director of the Capital Regional Library at Raymond, was elected president of the Mississippi Library Association at its meeting last October.

BUILDINGS

Canton, North Carolina, has been assured a new library by a \$40,000 gift from the Champion Foundation of the Champion Paper and Fibre Company. The site, a lot with 150 foot frontage, also is a gift if Champion. The building will contain an assembly hall, auditorium and reading room, with storage rooms and office space on the basement floor.

Plans for a new East Winston Branch of the Public Library of Winston-Salem and Forsyth County (North Carolina) were approved sometime ago by the Mayor's Building Committee. The cost of the new building, which will replace the Horton Branch, has been estimated by the architect at \$110,000. The build-

ing will contain a reading room, a children's reading room, stack space, an auditorium and a basement floor for future stack expansion and a staff kitchen. One of the lots that make up the site was given to the city for a library last spring by three Winston-Salem Negro physicians, Dr. H. R. Malloy, Dr. H. D. Malloy and Dr. J. C. Jordan, Jr.

The new libraries at the Georgia Institute of Technology and the University of Georgia were dedicated on November 19-21. A symposium on the "Availability and Use of Research Materials" was held in connection with the dedications. The papers presented there will appear as the April, 1954 issue of *Library Trends*.

The library on the new Wake Forest campus at Reynolda in Winston-Salem has been named the Zachary Smith Reynolds Library. The cornerstone for the building was laid October 3 in special ceremonies during which cornerstones were also laid for the chapel and chemistry buildings.

THIS AND THAT

Mr. Forrest F. Reed, of the Tennessee Book Company, Nashville, calls our attention to the rapid development of church libraries in Nashville. Mr. Reed writes as follows:

The Baptist Church appropriated, as I recall, \$35,000.00 annually to build and maintain their Historical Society which will include many thousands of books, practically everything with reference to the Baptist church including its various groups. The Methodists are building their library and Historical Society here and the Disciples of Christ, which includes other groups of the same background such as the Churches of Christ, Congregational Christian, the Christian Association, etc., are building their Society and Library here in Nashville. This will make Nashville a great research center for religious literature and its im-

portance will increase as these libraries grow.

The Christian Church approved a plan at the International Convention at Portland, Oregon a week ago (this letter was written on July 17, 1953), to set up a publishing division for historical materials. They will begin a monthly magazine within a short time which is largely a news magazine, the title of which will be the *HARBINGER*. The Disciples of Christ or Christian Church owns or started a number of colleges in the country that have been publishing quarterlies of historical and theological material. Some of the colleges and universities are Hiram College, Butler University, Transylvania, the College of the Bible, Drake University, Philip's University, Texas Christian University, Atlantic Christian and many others. It is the plan to combine the quarterlies being published by these educational institutions into one large quarterly to be issued here in Nashville through the Disciples of Christ Historical Society. They also will publish books from time to time.

In recognition of her many years of fine service, the library staff of Florida State University has established a graduate loan scholarship of \$250.00 in honor of Miss Louise Richardson who served as librarian for 32 years, retiring from that position on June 30, 1953. The fund will be known as the Louise Richardson Loan Scholarship and will be available to graduate students in the Library School at Florida State University.

Last summer, the Department of Library Science, Longwood College, Farmville, Virginia, held its second annual school library workshop. The workshop, directed by Mrs. Dorothy S. Watson, Supervisor of Libraries, Roanoke Public Schools, was organized around the subject of books for children and young people. Ample time was provided for the twenty-three participants to read and evaluate titles from the collections available in the local college and school

libraries, and especially from the seventeen hundred new titles in the 1953 Southside Virginia Book Exhibit, an exhibit made possible through the cooperation of thirty-four publishers of books for children and young people. On hand for a personal interpretation of their books for children were two Virginia authors, Mrs. Fran Martin of Norfolk and Miss Helen Monsell of Richmond. Guest speakers also included experts in story telling, in audio-visual materials, and in the state supervision of school libraries and textbooks.

The fifth annual school library conference sponsored jointly by the Longwood College Department of Library Science and the School Library and Teaching Material Section of District D of the Virginia Library Association will take place at Longwood College, Farmville, Virginia, on Saturday, April 3, 1954. Mrs. Mildred G. Blattner, Librarian, Arlington County Library, will speak on "School Library-Public Library Cooperation."

The exhibit of modern German fine buildings which opened in Lexington, Kentucky, last May will show at Virginia in March, North Carolina in April, Duke in May, Florida State in June, and Georgia in July.

In the October, 1953 issue of the *Library Quarterly* Leon Carnovsky lists graduate theses accepted by library schools in the United States in 1952-53, and he reports two from Emory, eight from Florida State, two from Kentucky, two from North Carolina, and four from Peabody.

The Publication Committee of the Association of College and Reference Libraries is sponsoring a new series of monographic works which seem to be peculiarly adapted to microcard publication. The first title, dealing with the technique of library exhibits

is by Yeatman Anderson of the Cincinnati Public Library. Standing orders may be placed with the Micropublication Service, University of Rochester Press, Rush Rhees Library, Rochester 3, New York.

Up to 100 reprints of the "Freedom to Read" article in the September, 1953 issue of the *Wilson Library Bulletin* will be supplied without charge to any library or community group requesting them. Send request to the *Wilson Library Bulletin*, 950 University Avenue, New York 52.

School libraries in South Carolina are increasing in number and in quality of their services. In 1952-53 there were 381 high school libraries (285 white, 96 Negro) in the accredited high schools of the state. An average of \$1.43 per pupil was spent for library books. There were 5.8 library books per pupil. There were 271 elementary schools with central libraries in 1952-53, as compared with 186 in 1949-50. Room libraries increased from 160 to 444 in the same period. Full-time librarians increased from 42 to 54, and teacher-librarians from 144 to 210. However, full time elementary librarians are found in only 21 of the 46 counties.

Elizabeth Councill, School Library Supervisor of the Hickory (North Carolina) Schools, directed a city-wide workshop for elementary and junior high school teachers, librarians, and principals on "Better Use of Our School Libraries." Members of the library science faculty at Appalachian State Teachers College and the State School Library Adviser's staff helped to plan and to carry out the program. Following the workshop, there has been a marked increase in better use of library facilities and an awakening of the public to the needs of more library facilities.

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